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This annotated bibliography on independent study lists 150 books, pamphlets, and articles published between 1929 and 1966, with most of the entries dated after 1960. Entries also cover independent study in relation to team teaching, nongraded schools, instructional materials centers, individualized instruction, flexible scheduling, curriculum needs, and various specialized subject areas. The levels covered are elementary, secondary and higher education. (TT)

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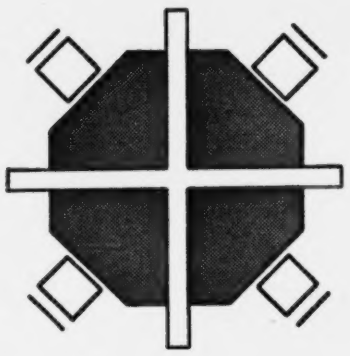

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***October, 1966**

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FOREWORD

The growing emphasis upon individualized learning has caused a resurgence of interest in programs of independent study. This bibliography reviews the literature.

Research shows that most independent study programs consist of "honors courses" for high school or college students. With the advent of team teaching, however, independent study has been extended to a wide range of pupils at all levels of instruction. For information about such programs, in which independent study plays an important but not predominant role, the reader is advised to use the comprehensive Team Teaching Bibliography, (Cleveland: Educational Research Council of Greater Cleveland, 1966), 54 pages.

An instructional materials center is normally required to support a good program of independent study. Administrators, librarians and teachers interested in learning how to staff and operate an IMC are advised to read The Instructional Materials Center: An Annotated Bibliography, (Cleveland: Educational Research Council of Greater Cleveland, 1965), 34 pages.

Most books, pamphlets and articles listed herein are available at the office of the Director, In-Service Education. Although magazines must be studied on the premises, books and pamphlets may be borrowed by members of Educational Research Council schools.

Harold S. Davis

BOOKS AND PAMPHLETS

Aydelotte, Frank. Breaking the Academic Lock Step. New York: Harper & Brothers Publishers, 1944.

The author describes the development of honors courses in American colleges and universities. One chapter, pages 147-60, is devoted to honors work in secondary schools. 177 pages.

Bair, Medill, and Woodward, Richard G. Team Teaching in Action. Boston: Houghton Mifflin Company, 1964.

Chapter III, "Space Requirements for Team Teaching" devotes several pages to the need for independent study. 221 pages.

Baskin, Samuel. Quest for Quality. Washington: United States Government Printing Office, 1960.

A summary of research into the effectiveness of independent study. Several experimental programs are described. 18 pages.

Beggs, David W., III., ed. Team Teaching: Bold New Venture. Bloomington: Indiana University Press, 1964.

The purpose of independent study in a team teaching program is explained on pages 90, 91, and 174. 188 pages.

Beggs, David W., III., and Buffie, Edward G., eds. Independent Study: Bold New Venture. Bloomington: Indiana University Press, 1965.

Twelve chapters, each by a different author, provide a wealth of ideas for developing programs of independent study. 217 pages.

Bonthius, Robert H., Davis, F. James, and Drushal, J. Garber. The Independent Study Program in the United States. New York: Columbia University Press, 1957.

Twenty college and university independent study plans are described. Special attention is given to the required program at The College of Wooster. 247 pages.

Bricks and Mortarboards. New York: Educational Facilities Laboratories, Inc., 1963.

Pages 71-98 explain how libraries of the future will meet the needs of those engaged in independent study. 168 pages.

Brown, B. Frank. The Non-Graded High School. Englewood Cliffs, N.J.: Prentice-Hall, 1963.

Chapter V, pages 97-122, provides a detailed description of independent study in the nongraded school. Many of the ideas are applicable to students at all grade levels. 216 pages.

Cole, Luella. Students' Guide to Efficient Study. Fourth Edition. New York: Rinehart & Co., Inc., 1960.

Some principles of efficient study are presented briefly. The manual is intended for college students. 67 pages.

A Curriculum Guide for Work-Study Skills, Grades 4, 5, and 6. Shaker Heights, Ohio: Shaker Heights City School District, 1964.

This guide forms a basis for teaching those work-study skills which Shaker Heights considers necessary. 137 pages.

Darrow, Helen Fisher, and VanAllen, R. Independent Activities for Creative Learning. New York: Bureau of Publications, Teachers College, Columbia University, 1961.

Guidelines for encouraging independent activities in the elementary school. 110 pages.

Davis, Harold S. How to Organize an Effective Team Teaching Program. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1966.

Pages 53-56 explain how to provide time, space, and materials for independent study.

Davis, Harold S. Instructional Materials Center Bibliography. Cleveland: The Educational Research Council of Greater Cleveland, 1965.

A resource for locating information about planning, staffing, and operating instructional materials centers for independent study.

Davis, Harold S., ed. Planning A Team Teaching Program. Cleveland: The Educational Research Council of Greater Cleveland, 1964.

On pages 15-23, Dr. J. Lloyd Trump presents a variety of ideas for implementing independent study. 23 pages.

Education: A Reappraisal. New York: The Fund for the Advancement of Education, 1961.

Pages 31-32 discuss independent study and "honors" plans. 32 pages.

Ellsworth, Ralph E., and Wagener, Hobart D. The School Library: Facilities for Independent Study in the Secondary School. New York: Educational Facilities Laboratories, 1963.

A source of information for those interested in designing facilities for independent study. 139 pages.

Hatch, Winslow R., and Bennett, Ann. "Independent Study," New Dimensions in Higher Education (No. 1). Washington: U.S. Government Printing Office, 1960.

An examination of the scope, context and economics of independent study programs in higher education. 36 pages.

Individualizing Instruction. Sixty-first Yearbook of the National Society for the Study of Education, Part I. Chicago: University of Chicago Press, 1962.

A strong case is made for individualizing instruction. Some procedures intended to provide for individual differences are described in chapters 11-14. 327 pages.

Individualizing Instruction. Washington: Association for Supervision and Curriculum Development, NEA, 1964.

Although independent study is not specifically discussed, many ideas are presented for individualizing work. 168 pages.

Lewis, Lanora G., et al. "Talent and Tomorrow's Teachers — The Honors Approach," New Dimensions in Higher Education (No. 11). Washington: U. S. Government Printing Office, 1963.

An examination of honors programs for teachers. The point is made that people tend to teach the way they were taught. 79 pages.

Manlove, Donald C., and Beggs, David W., III. Flexible Scheduling: Bold New Venture. Bloomington: Indiana University Press, 1965.

Pages 24-25 describe the purpose and function of independent study. 184 pages.

Michaelis, John U. Social Studies for Children in a Democracy — Recent Trends and Developments. Englewood Cliffs, N.J. Prentice-Hall, 1963.

Chapter XI, "Independent Study Skills," gives attention to the gathering and organizing of information. 610 pages.

National Education Association. Schools for the Sixties. New York: McGraw-Hill, 1963.

Three recommendations (Numbers 28, 30 and 33) explain the need for facilities and equipment designed for independent study. 146 pages.

New Horizons in Learning. Brevard County Board of Public Instruction. Eau Gallie, Florida: Undersea Press, 1961.

Page 11 describes two basic types of self-directed study. 20 pages.

New Insights and the Curriculum. Washington: Association for Supervision and Curriculum Development, NEA, 1963.

Chapter V "Self-Management Capacities in Children" and Chapter VI "Toward More Autonomy for Learners," show the importance of developing independence in children. 328 pages.

Robinson, Francis P. Effective Study. Revised Edition. New York: Harper & Brothers, 1961.

A program for developing study skills. The author's premise is that few students are as effective in their study habits as they would like to be. 278 pages.

A Study on Studying. Stanford: School Planning Laboratory, School of Education, Stanford University, 1965.

This report gives some guidelines for the design and location of independent study facilities. 55 pages.

The Superior Student. Volumes I - VII, April 1958-August, 1965.

A publication of the Inter-University Committee on the Superior Student (ICSS). Each edition of this newsletter was devoted to encouraging honors programs in the colleges and universities. The final edition appeared in August, 1965.

Thelen, Herbert A. Education and the Human Quest. New York: Harper and Brothers, 1960.

Chapter VI, "Personal Inquiry" reports some experiences with pupils who were freed to inquire into matters of interest to them. Examples were selected from the Laboratory School of the University of Chicago. 219 pages.

Third Year Report and Final Summary of an Experimental Program in Work-Study Skills and Independent Study, Grades 4, 5, and 6, Lomond and Ludlow Schools. Shaker Heights, Ohio: Shaker Heights City School District, 1965.

The report includes progress made during the third year of the study and an overview of the entire three years. 40 pages.

Trump, J. Lloyd, and Baynham, Dorsey. Focus on Change — Guide to Better Schools. Chicago: Rand McNally and Company, 1961.

Pages 26-29 deal specifically with independent study. Other parts of the book explain facilities needed, scheduling, and activities to be encouraged during independent study. 147 pages.

Trump, J. Lloyd, and Karasik, Lois S. Focus on the Individual — A Leadership Responsibility. Washington: National Association of Secondary School Principals, 1965.

Pages 24-25 explain the importance of independent study. 33 pages.

Washburne, Carleton, and Marland, Sidney P., Jr. Winnetka: The History and Significance of an Educational Experiment. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1963.

The first half of this book contains a detailed account of the "Winnetka Plan" as developed by Superintendent Washburne. The second half describes how "the plan" was revived and revised by Superintendent Marland. 391 pages.

ARTICLES

Allen, Dwight W. "Individualized Instruction," CTA Journal, LXI (October, 1965), 27, 43-50.

Instruction should be individualized and resource centers must be provided for independent study.

"Are Study Carrels Practical in Elementary Schools?" School Management, VII (June, 1963), 55-57.

The superintendent of schools in Shaker Heights, Ohio, explains why "A well-equipped learning center is a prerequisite to independent study."

Asbell, Bernard. "Cape Kennedy's High School for Sky-High Learning," PTA Magazine, LVIII (January, 1964), 14-16.

A journalist describes the advantages of nongrading and independent study at Melbourne High School, Melbourne, Florida.

Baskin, Samuel. "Experiment in Independent Study (1956-1960)," Journal of Experimental Education, XXXI (December, 1962), 183-85.

Independent study experiments at Antioch College showed that students learned and retained as much as those who attended traditional classes.

Beggs, David W., and Olivero, James L. "Place out of Space, the Independent Study Carrel and a Variety of Studies in Lakeview High School, Decatur, Illinois," NASSP Bulletin, XLVI (January, 1962), 193-202.

An explanation of why study carrels are necessary for independent study.

Berger, Sylvia. "A Language Laboratory Experiment," High Points, XLVI (October, 1964), 49-55.

Using the language laboratory for individualized instruction and independent study.

Bohning, Elizabeth E. "Independent Study of Literature in Translation," The Modern Language Journal, XLIII (February, 1959), 87-89.

The writer discusses several programs of independent study and some of their pros and cons.

Bohning, Elizabeth E. "Present Status of Independent Study in Languages," French Review, XXXII (February, 1959), 352-56.

A survey of independent study practices in college and university language departments.

Bonthius, Robert H., Davis, F. James, and Drushal, J. Garber. "Independent Study Programs," Journal of Higher Education, XXV (November, 1954), 411-16, 455-56.

A survey of types of independent study programs common in colleges and universities. Survey was based upon catalogues of 1086 four-year colleges and universities in the U.S. which grant the Bachelor's degree.

Brannon, M. J. "Individual Mathematics Study Plan," Mathematics Teacher, LV (January, 1962), 52-56.

Selected pupils are allowed to move ahead at their own rate. Three semesters of work may be covered in one year.

Brown, B. Frank. "Education in the Age of Space," North Central Association Quarterly, XXXVIII (Winter, 1964), 238-44.

A plea for individualized instruction and independent study.

Brown, Lois A. "The Chart System," Journal of Education (London), LXXVIII (May, 1946), 244, 246, 248.

A contract system of independent work at the elementary school level.

Bunting, Mary I. "The Radcliffe Institute for Independent Study," The Educational Record, XLII (October, 1961), 279-86.

A program designed for gifted women (with graduate degrees) who wish to carry on independent projects on a part-time basis.

Burkett, J. E. "A Curriculum Leading to the Bachelor of Liberal Studies Degree," Educational Record, XLVI (Summer, 1965), 195-203.

This unique curriculum at the University of Oklahoma combines independent study, comprehensive evaluation, and small-group seminars into a creative academic program.

Carnell, Paul H. "Independent Study Programs for Freshmen," Journal of Chemical Education, XXXV (May, 1958), 251-54.

Of 208 colleges, only 26 offered independent study programs in chemistry to freshmen. Twenty-three others expressed a favorable attitude toward such programs. The program at Albion College is discussed briefly.

Caro, Paul W., Jr. "The Effect of Class Attendance and 'Time Structured' Content on Achievement in General Psychology," Journal of Educational Psychology, LIII (April, 1962), 76-80.

A study in which college students taking "Introductory Psychology" in regular classes were compared to students studying the same course independently without any instruction.

Carr, Jacquelyn B. "Project Freedom," English Journal, LIII (March, 1964), 202-4.

The author describes an individualized reading-composition program at the high school level.

Chickering, Arthur W. "Dimensions of Independence," Journal of Higher Education, XXXV (January, 1964), 38-41. Also in Journal of Experimental Education, XXXII (Spring, 1964), 313-16.

Some findings of an experiment at Goddard College in which students were given a large degree of independence.

Cohen, J. W. "The Use of Independent Study Programs," With Comment by S. Baskin and M. Keeton, Journal of Higher Education, XXXIII (February, 1962), 103-6.

Pros and cons of independent study programs at the college level.

Coleman, Jean, and Gonce, Margie. "Wilbur Wright Junior High School," Audiovisual Instruction, X (February, 1965), 138-39.

This school in Munster, Indiana, replaced the library with a "research center" designed for independent study.

Congreve, Willard J. "Independent Learning," North Central Association Quarterly, XL (Fall, 1965), 222-28.

A report of the experimental independent study program at The University of Chicago Laboratory School.

Congreve, Willard J. "Learning Center: Catalyst for Change?" Educational Leadership, XXI (January, 1964), 211-13, 247.

The author says: "The school must become a flexible institution where students can come and go. . ." He recommends elimination of the custodial responsibility.

Congreve, Willard J. "Teachers Develop Plan for Independent Study; Cooperative Effort Basis of Success," Chicago Schools Journal, XLVI (April, 1965), 289-96.

A description of the independent study program developed at the University of Chicago Laboratory High School.

Congreve, Willard J. "Toward Independent Learning," North Central Association Quarterly, XXXVII (Spring, 1963), 208-302.

An experimental program at the University of Chicago Laboratory School in which students were given independent study time and an opportunity for individualized programs.

Cornell, Francis G., and Lodato, Francis J. "An Independent Honors Program for the Academically Talented," Journal of Educational Research, LVIII (January, 1965), 200-4.

Ten academically talented senior high school students were released one period per day to work on individual projects.

Cuony, Edward R. "Developing Independent Study Habits in the Junior High School," NASSP Bulletin, XLIV (November, 1960), 96-100.

The author emphasizes the value of homework.

Dairl, N. G. "New Techniques for Checking Knowledge," Soviet Education, VI (January, 1964), 42-53.

The writer explains why and how he checks independent study assignments. Such assignments are very similar to essay-type questions and typically are required to be written out in notebooks.

Dale, Edgar. "The Teacher and Technology," Education Digest, XXIX (January, 1964), 24-27.

A plea for using modern media to foster the development of independent study skills.

Davis, F. J., and Stroup, Atlee L. "Independent Study in Sociology," Journal of Educational Sociology, XXXI (January, 1958), 173-78.

A brief report of eight years of experience with a required program of independent study at Wooster College.

Delk, Robert C. "Independent Study in History," Improving College and University Teaching, XIII (Autumn, 1965), 237-39.

An experiment at Wisconsin State University. Student interest and knowledge was approximately the same as in traditional classes.

"Depth in Independent Study is Possible with High School Students," Montana Education, XL (September, 1963), 19-20.

Six girls at the Powell County High School participated in an independent study experiment in English.

Dixon, Fred B. "Independent Study - A Do-It-Yourself Program in English," Clearing House, XXXVI (May, 1962), 556-58.

The principal of John Marshall High School in Richmond, Virginia, describes an independent study project conducted with a small group of selected students.

Docking, Robert, and Hogan, Dan. "Breaking Grade Barriers," Michigan Education Journal, XLII (January, 1965), 16-17.

Chippewa Valley High School offers team teaching, flexible scheduling and independent study. Twenty-two students were allowed to take special courses requiring totally independent research and study.

Eckelberry, R. H. "A Timely Report on an Urgent Problem," Journal of Higher Education, XXX (October, 1959), 401-2.
An editorial plea for a higher degree of independence on the part of students and in the administrative arrangements for instruction.

Eckert, Ruth E., and Neale, Daniel C. "Teachers and Teaching," Review of Educational Research, XXXV (October, 1965), 304-17.
Independent study research is reported on pages 309-10.

Eisman, Edward. "What's Brewing in Bassett," Audiovisual Instruction, VIII (March, 1963), 136-37.
An experiment aimed at individualizing instruction by means of a "continuous progress" program.

Emery, Donald G. "Hard Facts about Shaker Heights' Experiment," Instructor, LXXIV (June, 1965), 68.
A research project designed to improve independent study skills in the elementary school.

Emmerling, Frank C. "Salt for Education Through a Learning Resources Center," Educational Leadership, XXI (January, 1964), 231-33.
The IMC at Peabody Laboratory School was designed to facilitate independent study at the elementary school level.

"Experiment in Independent Study at Randolph-Macon Woman's College," School & Society, XC (Summer, 1962), 273.
Courses were cut from three to two meetings per week to allow more time for independent study.

Faust, Clarence H. "The Accommodation of Superior Students," Education Digest, XXII (January, 1957), 6-9.
The president of the Fund for the Advancement of Education recommends that superior students be given an opportunity for independent work.

Faust, Clarence H. "Rising Enrolments and Effective Use of Faculty Resources," Association of American Colleges Bulletin, XLIII (May, 1957), 257-65.

To meet the strain of rising enrollments and to improve the effectiveness of education, the writer suggests several ideas including independent study.

Felder, Dell. "Independent-Study Practices In Colleges and Universities," Journal of Higher Education, XXXV (June, 1964), 335-38.

Although practices vary, this study of several hundred American colleges and universities showed that students engaged in independent study for credit were allowed maximum freedom.

Ford, James M. "Independent Study in Teaching Biology," Improving College and University Teaching, XIII (Spring, 1965), 76-78.

A description of an experimental course in General Biological Science at Skagit Valley College.

Gladstein, Gerald A. "A New Approach for Identifying Appropriate Individual Study Behavior," The School Review, LXXI (Summer, 1963), 158-69.

Various approaches to study are compared.

Goldsmith, Edward L. "Independent Study in the Junior High School," Education Digest, XXX (February, 1965), 40-42.

Selected ninth-grade students were allowed to pursue a program of independent study in a subject area of their own choice.

Gores, H., and King, J. "Individual Sound Movie Projector," School Management, VIII (July, 1964), 143.

The 8 mm cartridge-loaded, automatic film projector is recommended for independent study.

Gray, Genevieve. "Educational Technology and the Individual Student," Phi Delta Kappan, XLVI (September, 1964), 6-8.

Modern media used to individualize instruction for ninth-grade retarded readers at Palo Verde High School in Tucson, Arizona.

Griffin, William M. "Wayland, Massachusetts, High School Program for Individual Differences," NASSP Bulletin, XLVII (March, 1963), 118-27.

Examples of individual study projects conducted at Wayland High School in Massachusetts.

Hartz, Frederic R. "Planning School Libraries for Independent Study," Clearing House, XL (November, 1965), 144-48.

The author presents a program for improving libraries to meet the needs of pupils engaged in independent study.

Haught, James. "Independent Study Course in Russian History," Social Education, XXVIII (December, 1964), 457-58.

Pupils work in the library, on independent research projects, four days per week. They meet with their instructor on the fifth day.

Hayward, Sumner C. "New Approaches to Collegiate Liberal Arts, Part II: College-Wide Independent Study," Liberal Education, XLV (May, 1959), 227-41.

The author presents several plans of independent study and raises questions about each. Research into such plans is recommended.

Heller, Melvin P. "Outmoded Study Halls Give Way to Learning Centers," Clearing House, XXXVIII (December, 1963), 231-33.

If independent study is to be stressed, appropriate facilities must be provided.

Henry, E. L. "Great Books in High School; the beginning of life-long honors," Superior Student, VI (November, 1963), 28-31.

A junior "Great Books" program conducted after school hours with the help of parents and college students.

Huffmire, Donald W. "Analysis of Independent Study Projects," Science Teacher, XXIX (April, 1962), 31, 35, 37, 39.

Examples of projects and reports completed by students in an Earth Science class.

Huffmire, Donald W. "Criteria for Independent Study Projects," Science Teacher, XXVIII (May, 1961), 32-33, 37.

The author provides guidelines for evaluating independent study projects in science.

Huffmire, Donald W. "A Critical Appraisal of the Independent Study Project in Science," Science Education, XLIX (April, 1965), 264-67.

An analysis of three types of projects, most of them undertaken by pupils: (1) problem-doing, (2) special reports, and (3) problem solving.

Hyman, Lawrence W. "Advancing Education by Eliminating Classes," Journal of Higher Education, XXXII (April, 1961), 213-15.

A tongue-in-cheek argument in favor of doing all college work independently and doing away with classrooms entirely.

"Independent Study at Mount Holyoke," School and Society, LXXXVII (February 28, 1959), 94.

Students, after the first semester of the freshman year, may carry on an independent study project for an extra hour of credit.

"Individualized Higher Education," School and Society, XC (November 3, 1962), 367.

A study of 12 midwestern colleges shows that more students are engaged in independent study than ever before.

Ingersoll, John C. "Directed Study Versus Independent Study," Ohio Schools, XXXIX (January, 1961), 40.

A brief article questioning whether or not to supervise study halls.

Isaacson, William D. "The Library Use of the Language Laboratory," High Points, XLVI (April, 1964), 13-19.

The language lab is made available to students for independent study during lunch and study hall periods.

Jackson, David M. et al. "Five Projects Designed to Increase Students' Independence in Learning, University of Illinois High School," NASSP Bulletin, XLIV (January, 1960), 290-304.

Independent study projects in science and foreign language are described.

Jackson, David M. et al. "Search for Practical Means of Improving Instruction by Increasing Students' Responsibility for their own learning at the University of Illinois High School," NASSP Bulletin, XLIII (January, 1959), 233-39.

The hypothesis of these studies is that students learn more when a considerable portion of their time is spent on self-directed activities rather than in activities directed and planned by others.

Jackson, David M., Shoemaker, W. L., Westmeyer, Paul. "University of Illinois High School, Urbana, Illinois, Experiments Further With Independent Study," NASSP Bulletin, XLV (January, 1961), 198-208.

Five projects, directed toward increasing students' responsibility for their own learning in science and foreign language.

Jackson, Dugald C. "Needed: New Life in the Colleges," School and Society, XXX (September, 1929), 415-18.

A plea for the encouragement of self-education. The spirit of research indicates intellectual maturity.

"Keeping Abreast in Education," Phi Delta Kappan, XXXVIII (February, 1957), 222.

A short commentary about a Columbia University annual report which criticizes graduate school education. Less listening and more independent work are called for.

Kelly, Eugene T. "Unsupervised Study: Proceed with Caution," Clearing House, XL (October, 1965), 100-1.

A college professor expresses concern about the value of unsupervised, nondirected independent study.

Kcenig, Kathryn, and McKeachie, W. J. "Personality and Independent Study," Journal of Educational Psychology, L (June, 1959), 132-34.

Report of a short study conducted with 124 students at the University of Michigan. Researchers seem to think that "students who fear failure prefer familiar well-structured situations such as lectures. . ."

Komiski, P. Kenneth. "Programmed Instruction: New Technique for Independent Study," PTA Magazine, LVI (March, 1962), 17-19.

Programmed instruction, properly used, can help make pupils into independent learners.

Krohn, Mildred L. "Learning and the Learning Center," Educational Leadership, XXI (January, 1964), 217-22.

This experiment, designed to teach work-study skills to elementary school children, places a heavy emphasis on independent study.

Largent, H. C., and Thacker, Margaret. "Development of Independent Study Skills in American History Classes in Fairfield," NASSP Bulletin, XLIII (January, 1959), 260-63.

The Navy Target Plan was used to help students acquire independent study skills.

Larson, Roland S. "The Counselor's Concern for the Changing School and Curriculum," Journal of the National Association of Women Deans and Counselors, XXIX (Fall, 1965), 22-25.

The counselors role in the school of the future. Independent learning in materials centers will be commonplace.

Leuba, Clarence. "Using Groups in Independent Study," Improving College and University Teaching, XII (Winter, 1964), 26-30.

A professor of psychology at Antioch College explains how individual study is enriched when supplemented by small-group discussion.

Marland, Sidney P., Jr. "Winnetka's Learning Laboratory," Educational Leadership, XX (April, 1963), 459, 461, 463, 465.

Winnetka is designing a learning laboratory to promote "self-instruction, self-motivation and independent inquiry."

Marquette, Don. "Independent Study - Effective Program or Waste of Time?" School Management, VIII (September, 1964), 124-25, 128-30.

Twenty-three students in Valhalla, New York, are engaged in a program which stresses student projects, student planning and close staff guidance.

McKeachie, W. J. "The Improvement of Instruction," Review of Educational Research, XXX (October, 1960), 353-54.

A review of several college experiments which have been conducted to test the effectiveness of independent study.

Morris, Robert. "The Kent Summer Study Program," English Journal, LIII (April, 1964), 277-79.

Students at Kent School in Connecticut continue their English studies during summer months through participation in an independent study program.

Ogorodnikov, I. T. "The Problem of Improving the Effectiveness of the Lesson," Soviet Education, IV (May, 1962), 29-38.

To improve effectiveness, a certain degree of independent study is recommended but the author sees it mainly as "homework."

Ohles, John F. "Study-Hall — A Painful Anachronism," Education Digest, XXIX (February, 1964), 32-33.

The author feels that study halls waste everyone's time. He says "Let's put study time where it belongs — in the classroom of the pertinent instructor."

Pedley, Arthur H. "Independent Study Program," New York State Education, LI (May, 1964), 18-19.

A novel summer independent study program in high school algebra.

Petrich, Paul. "A Profile of the Creative Mind," NASSP Bulletin, XLVII (December, 1963), 72-73.

Directed independent study is necessary for the development of creative individuals.

Pommer, Henry F. "For Better Minds and Smaller Classes," Association of American Colleges Bulletin, XLII (December, 1956), 532-33.

Two goals of education should be to encourage students toward independent study and to free them from the disadvantages of large classes. Independent study would help achieve both goals.

Postlethwait, S. N. "Systems Approach to Botany," Audiovisual Instruction, VIII (April, 1963), 243-44.

A botany course at Purdue University uses a combination of large-group instruction, individual laboratory work, tape recorded instruction and independent study.

Ramstad, William K. "An Instructional System," Journal of Secondary Education, XXXVIII (January, 1963), 17-20.

A model made up of three types of learning. One type is student centered and based upon developing independence.

Ricard, Jack. "A Tool for Independent Study in Biology," Improving College and University Teaching, XIII (Spring, 1965), 79-80.

Sacramento City College uses an "Independent Study Form" to guide students in biology laboratory work. A copy of the form is shown in the article.

Rose, J. E. "A Science Seminar," NASSP Bulletin, XLIV (October, 1960), 138-39.

Fifteen top science students at Rockford West High School pursue individual research projects. They periodically meet in seminars where they report progress.

Rupel, Dorothy D. "A 'Carrousel' for Independent Study," Science Teacher, XXX (December, 1963), 14-15.

A high school science project in Colorado designed to develop independent study habits, inquiry and creativity. Special study carrels were built to facilitate the program.

Sandberg, John H. "Independent Study Course for Able High School Students," Social Education, XXVIII (April, 1964), 199-200, 232.

An independent study course entitled "Introduction to the Social Sciences."

Sandberg, John H. "Independent Study for Bright Students," Education, LXXXV (November, 1964), 158-61.

A description of an independent study course entitled "Introduction to the Social Sciences."

Savage, John F. "Elaborative Thinking — Done Better in Groups?" Elementary School Journal, LXIV (May, 1964), 434-7.

A controlled study with 125 children showed elaborative thinking exercises could be performed better in small groups than individually.

Schilling, Harold K. "Independent Study and Research in the Undergraduate Physics Curriculum," Journal of General Education, XIV (April, 1962), 22-37.

The basic thesis is "teaching and learning of physics are incomplete and inadequate unless they include, to a significant extent, student experience in independent study and research."

Shaw, Phillip. "Study Activities: A Checklist," Elementary English, XXXVI (October, 1959), 390-94.

The writer believes all lessons on reading for information should grow out of a need for information. He provides a list of 16 skills to be developed.

Shideler, Ernest H. "An Individualization Program," Journal of Higher Education, V (February, 1934), 91-98.

A detailed description of the independent study program for qualified juniors and seniors at Franklin College.

Smith, Benjamin F. "The Book Reserve System," Improving College and University Teaching, XII (Spring, 1964), 83-86.

Instructors are reluctant to replace the reserve book list with independent study. The present system of reserving books also robs students of mastering research techniques.

"Space for Individual Learning," Overview, IV (March, 1963), 30-40.
A short history of the modern electronic study carrel from conception to implementation.

Spencer, Howard C. "Continuing Liberal Education Through Independent Study," Adult Education, XV (Winter, 1965), 91-95.
The University of Georgia is exploring the practicability of an introductory independent study program for those who either prefer or are required by circumstances "to go it alone."

Spitzer, Lillian. "Looking at Centers for Learning Through Research Colored Glasses," Educational Leadership, XXI (January, 1964), 249-59.
A recommendation for research into the value of independent study.

Story, M. L. "Let's Give Winnetka Another Chance," Educational Forum, XXVII (November, 1962), 99-102.
New techniques and technology, unknown when the Winnetka Plan was first tried, could make the plan work today.

Strider, Robert E. L. "The Colby January Program," Liberal Education, XLVIII (October, 1962), 388-95.
At Colby College, the entire student body spent the month of January investigating subjects of their choice. Small-groups, exploring the same topic, met with instructors as necessary. Papers submitted at the end of the period were evaluated by the staff.

Tanner, Daniel. "Independent Study Programs and the Effective Use of College Faculty Resources," College and University, XXXIV (Spring, 1959), 291-94.
The writer doubts that independent study programs will lead to a reduction in the demand for faculty time.

Thacker, Margaret S. et al. "Development of Independent Study Skills in American History in Fairfield, Illinois," NASSP Bulletin, XLIV (January, 1960), 34-44.
The "Navy Target Plan" was used experimentally to teach American History. Results are analyzed.

Thacker, Margaret S., and Largent, H. C. "Fairfield, Illinois, High School Develops Independent Study Skills in American History," NASSP Bulletin, XLV (January, 1961), 249-53.

An adaptation of a navy plan is used to teach pupils how to study.

Thomason, Catherine D. "Junior High Learning Lab," NEA Journal, LII (November, 1963), 15-16.

A learning lab in Winnetka, Illinois, is used to encourage creative projects during independent study time.

Trump, J. Lloyd. "Basic Changes Needed to Serve Individuals Better," Educational Forum, XXVI (November, 1961), 93-101.

A description of tomorrow's school in which students will spend approximately 40% of their time studying independently.

Trump, J. Lloyd. "Curriculum Changes for the Sixties," NASSP Bulletin, XLVII (February, 1963), 13-21.

The junior high of the future will place an increasing emphasis on independent study and flexible grouping.

Trump, J. Lloyd. "Independent Study Centers — Their Relation to the Central Library," NASSP Bulletin, Libraries in Secondary Schools: A New Look, L (January, 1966), 45-51.

Traditionally organized libraries prevent effective programs of independent study.

Vrob'ev, G. "Developing Independence and Creativity in Students," Soviet Education, V (September, 1963), 41-48.

The author compares day school and evening school education and says that lecturing is more appropriate to the former than the latter. He recommends more independent work for evening school and gives several examples of such activities.

Ward, Jane Parker. "Learning Can Be Contagious," Michigan Education Journal, XLII (December 1, 1964), 23.

A former school librarian describes a ninth grade elective course entitled "Independent Study." Enrollment is based upon an interest in reading.

Ward, Virgil S. "Systematic Intensification and Extensification of the School Curriculum," Exceptional Children, XXVII (October, 1960), 67-71, 77.

The author recommends a body of knowledge to be studied independently by "superior" students.

Washburne, Carleton. "An Eighty-Year Perspective On Education," Phi Delta Kappan, XLV (December, 1963), 145-50.

An overview of education from 1880 through 1960 with an emphasis upon individualized instruction in the Winnetka schools.

"What You Can Do About Overcrowded Classrooms; Interview with G. Gould," School Management, VIII (August, 1964), 54-58.

An independent study program in Plainview, New York, takes 250 selected students out of the regular schedule and frees classroom space for the remaining pupils.

White, Lucien W. "Independent Study and the Academic Library," Journal of Higher Education, XXXIII (January, 1962), 44-47.

If independent study is emphasized, measures must be taken to narrow the gap between available and required library service.

Whitmire, Janet. "The Independent Study Program at Melbourne High," Phi Delta Kappan, XLVII (September, 1965), 43-46.

An excellent program which could serve as a model for those interested in independent study at the high school level.

Wilcox, Isobel. "Criteria for Effective Independent Activities," Elementary School Journal, LVI (February, 1956), 268-71.

The author lists several criteria for evaluating independent study activities.

Wilson, Eugene S. "The Individual Prepares for Admission to College," NASSP Bulletin, XLVI (May, 1962), 56-59.

Secondary schools should produce students who have learned to manage their own time. Independence must be encouraged.

Wilson, O. Meredith. "Can We Have the Best of Both Worlds?" Liberal Education, LI (October, 1965), 351-60.

A university president recommends that American universities experiment with a modified tutorial plan. His suggestions regarding directed independent study are propounded on pages 357-60.

Xavier, Sister Mary. "Catalyses for Scholarship," Catholic Education Review, LIX (March, 1961), 176-85.

Students must be taught how to study and to love learning, but teachers must set the example.

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